

## **SPORTS GRANT PLAN 22 23**

### **Sports profile:**

-School has good sports profile: Full time coach who also links to holidays and after school clubs// engage competitively interschool and intraschool.  
-Growing SEN profile - inclusion therefore a key focus area  
-Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority. Progress of this latter group (generally SEN as well as PP and/or pastoral concerns) is an ongoing priority for school.

### **Specific challenges:**

-Concerns re mental health of pupils- incl in the aftermath of pandemic- including concerns re ability to self regulate/ emotionally regulate; re ability to play- social and emotional.  
-Disparity in confidence levels- see above.  
-Health and fitness of less confident  
-Health and fitness and willingness of pupils generally-

### **Aims: long term:**

- For all pupils to have a positive attitude towards physical activity and sport and to recognise its many benefits, including health;
- For all pupils to have pursued or be currently pursuing an interest in at least one sport/ physical activity and to want to continue with some form of sport/ physical activity when they leave Minchinhampton;

### **Aims: medium term:**

Given the above profile and challenges, we are pursuing two key aims in the medium term:

- A: For all pupils to take opportunities to nurture their mental health and wellbeing within the school day.
- B: For all pupils to be aware of the need for and take the opportunity to engage in physical activity and look after their health and fitness- outcomes fully inclusive
- B: To ensure all pupils have opportunity to engage in and enjoy competitive sport either intersch or intrasch- outcomes fully inclusive.

## **RECENT HISTORY**

### **Key actions recently taken**

- a. Interschool competition: We have taken part in events on offer from local sports partnerships. We have worked with Atlas programme of sports competitions. We have run our own tournaments where there was a lack- eg netball, basketball, football
- b. Intraschool competition: Competitions in school run by coach / using Yr 6 leaders to support.
- c. Range of sports on offer: New sports introduced including frisbee, golf, dodge ball, hand ball.
- d. Specialists: Coach employed 5 days a week; Good connections with local coaches- eg local tennis coach
- e. CPD: Support from PE subject leader and coach in resourcing and delivering PE/ sports.
- f. Resources: Yearly audit and re-order. New PE shed. Investment in permanent and semi-permanent resources eg Muga and barriers
- g. Infrastructure: Cycle racks installed; Muga development; Running track built; Shipping container purchased and developed for and Nurture; Shipping container for bikes and go carts.
- h. Lunchtimes: use of scrapstore, playleaders, \*School captains /peer mediators/ introduced to support lunch play and wellbeing.
- i. Links/ relationships: Kickoff link- now running holiday club providing more pupils with range of sporting activities
- j. Mental health & wellbeing: Mindfulness training for staff, after school yoga club for staff and pupils;
- k. Health education: DT focus on healthy foods, Relationships education
- l Curriculum:
- m Assessment: \*Introduction of whole school assessment tool.
- n Swimming: Opportunities for pupils in yr 2/3/4.

### **Positive results of actions:**

a. Interschool competition: History of good participation rates and strong performances in interschool competitions eg district sports cup/ swimming cup. Good use made of MUGA for inter school tournaments. 56% of pupils taking part in inter-school sport (data from 21-22). 30 events involved in in year 21 22.

b. Intraschool competition: All pupils at Minchinhampton have some experience of competitive sports

**TABLE 2: Participating in Sports club outside or inside school this year**

	Yes
Boys	88
Girls	91
Total	179
(SEN)	11

c. Range of sports on offer: Sports more inclusive with opps for all pupils to encounter new sports/ creating a more level playing field when competing– and develop an interest.

d. Specialists: Pupils receiving specialist coaching from dedicated coach

e. CPD: see mindfulness paws b

f. Resources: PE sheds well stocked. Newwall bars: quote: *I am good at PE because I am a bit strong so I can climb on the apparatus. I have learned to jump in different ways. ....I like going on the equipment because it stretches me. It's important to warm up because then you get fit.*

g. Infrastructure: Cycle racks now pupils cycling to school; Muga increased range and effectiveness of sports provision; Running track led to daily run/ walk= improved fitness as well as cycling; shipping container use = improvements in mental health; Quote: *I like running on the track in PE. It gets you more extra good at running. Then your body is better at football.*

h. Lunchtimes: increased staff supervision, peer mediators, support with football. June 22: 74% of pupils participating in sports at lunchtime. *'DP met with Bethany, a Peer Mediator who explained her training & role. She was required to intervene in a playground dispute that she resolved sensitively and successfully alongside a Lunch Supervisor. At all times she, and her role were treated respectfully. As she explained to me afterwards, 'Sometimes you have to use tough love, but with kindness.'* Gov Eval Day 22

**TABLE 3: Sports at lunchtime**

	Yes
Boys	78
Girls	87
Total	165
(SEN)	14

i. Links/ relationships: many pupils gaining from link between in school sports– after school clubs and holiday club

j. Mental health & wellbeing: Mindfulness now taught to all KS2 classes- PawsB programme; Mindfulness sessions in class by class teachers;

k Health education: Coach running healthy living classes when wet

l Curriculum: KO's written for PE

m Assessment: Impact: Staff wable to identify achievements of all children in their classes and their next steps in learning.

n Swimming: Quotes: *I got better at swimming backstroke because I persevered. ....I am really glad that I have moved up groups in swimming and I am getting better at swimming in the deep end.*

% of pupils achieving 25 metres??

(See tables of results below)

## **NEXT STEPS:**

### **Outstanding Need:**

a. Interschool competition: sports competition v limited over covid. Some gaps eg basketball.

b. Intraschool competition: Again impacted on by Covid and could be more regular opportunities

c. Range of sports on offer: more intra- school possibilities needed post covid,

d. Specialists: Scope for more specialists into school post Covid- to boost the offer provided by in house coach

e. CPD: consider CPD re health and mental health- cos of need- eg factsforlife

f. Resources: new shed to ensure quality resources maintained

h. Lunchtimes: issues at lunchtimes- cos of dysregulation

- i. Links/ relationships: develop kick off further - into other schools in DGAT/ to run events for DGAT?
- j. Mental health: signif number of pupils emotionally dysregulated from spring 22; continued in Autumn '22
- k Health education: lack of PSHE and PE linking a missed opportunity.
- l Curriculum: Need for greater consistency when using scheme to ensure progression and continuity
- m Assessment: need for more dynamic assess and eval - capacity to do on the hoof

**Therefore Now:**

**Spending priorities for Sports Grant :22/23**

**Total allocation: £18,720**

Area of devpt	Action	Cost	Evaluation/ Sustainability
a. Interschool competition:	<p>*Continue to engage in Atlas programme of sports competitions. Focus on inclusion – on most pupils possible involved</p> <p>Run our own sports events for DGAT and local cluster schools- org by Kick off. Focus on inclusion through provision of unusual sports competitions and KS1</p>	<p>Atlas Sports:</p> <p>£950</p>	<p>*Sport audit tool: track number of pupils taking part in inter-sch sports for all.</p> <p>Looking for higher % participation- target of 70% participation</p> <p>See sports reports written about each event on website</p> <p>24 children went to football event Oct 22</p>
b. Intraschool competition:	<p>New intraschool timetable drawn up:</p> <p>*Wednesday am introduced - sports mornings for phases -this needs to include element of competition given the aim here</p> <p>*Tuesday pm class extra sport introduced -</p>		<p>*Sport audit tool: track number of intra-sch sports for all.</p> <p><u>All pupils</u> taking part in intra-school sports</p> <p>*Interviews of pupils post sports events</p> <p>*Reports by pupils- see comments on sports</p>
c. Range of sports on offer:	<p>*Build a programme of cooperative sports with strong links made back to pupil learning attitudes (including listening - see behaviour).</p> <p>Arrange wheelchair basketball or other visitors to extend sports opportunities</p> <p>Outdoor and adventurous activities - plan in a day that sports coach can support teachers to try team building, orienteering, cross country type activities - Yr 3 and 5 (4 and 6 cover this on residential)</p>		<p>*List of sports offered at Minch over 2 yr period created</p> <p>*Qualitative feedback re cooperative sports- quotes from pupils.</p> <p>See list of sports on offer below</p> <p>All children in KS2 have an opportunity to participate in less mainstream sports - outdoor and adventurous</p>

d. Specialist Support/ Leadership:	<p>*Continue employment of dedicated sports coach to maintain high profile for sports in the school. Full week- including sports clubs before and after school.</p> <p>Coach to take on apprentices as of 21/ 22</p> <p>* PE coach to develop leadership skills. PE lead to work with Stef Etherington on strategic overview and assessment</p>	<p>£8936</p> <p>£200</p>	<p>*Build leadership 'team'- assistant head + coach</p> <p>*Yearly Facts4Life course undertaken by coach</p>
e. CPD:	<p>*Facts for life - see below</p> <p>*.Act on the staff audit through staff meetings - Coach or other staff to deliver</p> <p>*Example lesson plans provided alongside the scheme of work</p> <p>* PawsB training- Mindfulness-</p>	£300	<p>*Continue to evaluate staff confidence and skill level. Next step - possibly dance and / or games CPD</p>
f. Resources:	<p>*Improve the facilities on offer during playtime and lunchtime to ensure all children are physically active: - revamp shed as lunchtime resources, appoint PE captains to manage and encourage sports at lunch</p> <p>*Outdoor play equipment - monkey bars, climbing frames etc (metal) funded by school and PTA</p>	£2500	<p>Survey re number of pupils participating at lunchtimes</p> <p>More children engaged purposefully at lunchtime</p> <p>Less negative behaviour</p>
g. Infrastructure:	<p>Maintain running track - needs re-gritting</p> <p>Maintain sandpit in summer for athletics- needs more sand and cover</p>	£2000	<p>useable resource for teaching and general physical activity - daily run</p>
h. Lunchtimes:	<p>Employment of adult play leader for lunchtimes- to coordinate activities</p> <p>Create PE captains/ playleaders</p> <p>See resources - outside fixed play equipment</p>	£3500	<p>*Interview/ observe peer mediators- governor evaluation day</p> <p>*An increase in the number of children who are physically active during breaks and a decrease in negative behaviour</p>
i. Links/ relationships:	<p>*School support KickOff Stroud / act as hub for apprentice training &amp; devpt- coach as director</p> <p>*Sports coach attending/ supporting Minchkins; youth club?</p>		<p>*Number of DGAT schools taking up offer raised</p> <p>*Evaluation of training and impact</p>

	Links and promotion with local community things - minch rugby, Minch 10k, parkrun etc		Sports audit tool for school pupils attending holiday club  More participation with local sport
j. Mental health:	*Yoga reintroduced for pupils and staff  *Coach to support pupils with pastoral needs using physical activity.  * Extend capacity to teach mindfulness to classes- to support pupil mental health		*Second member of staff trained in mindfulness -  *See PawsB training
k. Health education:	*Facts for Life training- coach- to help deliver PSHE healthy living  *Coach to explore/use Premier League Primary Stars- resources for pshe and PE,  *Defined programme of work to be embedded for coaches to run as part of PE/ alongside PE to complement PSHE	£200	*Feedback from individual and group cooking sessions
l. Curriculum links:	*Explore possible links between PE and PSHE – see Facts4Life training  *Dance styles linked to curriculum eg Bollywood, Lindyhop		*identified on PSHE plan and delivered by coach  identified on LTP
m. Assessment	*Purchase of ipads for all staff to support in assessment and evaluation process		*Target tracker statements created / assessed termly or unit by unit
n Swimming	Extra swimming sessions organised for those w/out 25 m		90% of pupils achieve 25m